

**School District's Name
Special Education Services
Assistive Technology Team**

Handwriting/Written Expression Pre-Assessment Packet

Date: _____

Student: _____

Completed By: _____

Please attach: Writing samples including dictation (e.g. spelling test), visual copying (e.g. from the board) and creative writing.

Please check any of the following that impact the student's ability to meet (curriculum and/or IEP) writing requirements.

- | | |
|---------------------|----------------------|
| • Illegible writing | — Sentence Structure |
| • Grammar | — Vocabulary |
| • Spelling | — Visual Problems |
| • Organization | — Motor Problems |
- Please explain: _____

Current Writing Ability (check all that apply)

- | | |
|---|----------------------------------|
| — Can hold regular pencil | — Can copy simple shapes |
| — Can hold pencil when adapted with _____ | — Can copy simple words |
| — Holds pencil, but does not write | — Can copy from board |
| — Can print a few words | — Can write on 1" lines |
| — Can print name | — Can write on narrow lines |
| — Can write cursive | — Can use spacing correctly |
| — Writing is limited due to fatigue | — Can size writing to fit spaces |
| — Writing is slow and arduous | — Can write independently |

Assistive Technology Used: (check all that apply)

- | | |
|---------------------------|----------------------------|
| — Pencil grip | — Special pencil or marker |
| — Splint or pencil holder | — Typewriter/AlphaSmart |
| — Computer | — Other: _____ |

Current Keyboarding Ability: (check all that apply)

- | | |
|---|-------------------------------|
| — Does not currently type command | — Can activate desired key on |
| — Can type slowly, one finger than 1 finger | — Can type slowly, with more |
| — Accidentally hits unwanted keys typing | — Can perform 10 finger |

- ☐ Requires arm or wrist support to type head or mouthstick
 - ☐ Uses mini keyboard to reduce fatigue computer
 - ☐ Uses Touch Window
 - ☐ Can access keyboard with
 - ☐ Uses switch to access
 - ☐ Uses access software
- Uses adapted or alternative keyboard, such as:

Functional Computer Use: (check all that apply)

- ☐ Has never used a computer
- ☐ Uses computer at home
- ☐ Uses computer for word processing
- ☐ Uses computer for a variety of purposes, such as:
- ☐ Uses computer at school
- ☐ Uses computer for games
- ☐ Uses computer spell checker
- ☐ Has potential to use computer but has not used a computer because:

Computer Availability: The student has access to the following computer(s)

- ☐ Windows
- ☐ Macintosh
- ☐ iMac

The student uses a computer:

- ☐ Rarely
- ☐ Daily for one or more subjects or periods
- ☐ Every day, all day

Student's present writing is typically: (check all that apply)

- ☐ Single words
- ☐ Sentences
- ☐ Multi paragraph reports
- ☐ Short phrases
- ☐ Paragraphs of two-five sentences
- ☐ Complex phrases

Student currently has difficulty: (check all that apply)

- ☐ Answering questions
- ☐ Getting started on sentence or story
- ☐ Adding information to a topic
- ☐ Sequencing information
- ☐ Integrating information from 2 or more sources
- ☐ Relating information to specific topics
- ☐ Determine when to begin new paragraphs
- ☐ Generating ideas
- ☐ Working with peers to generate ideas
- ☐ Planning content
- ☐ Using a variety of vocabulary
- ☐ Summarizing information
- ☐ Other

Student currently utilizes the following aids/assistive technology for composing written materials: (check all that apply)

- ☐ Word cards
- ☐ Word book
- ☐ Word wall/word lists
- ☐ Dictionary
- ☐ Electronic dictionary/spell checker
- ☐ Speaking electronic dictionary/spell checker

- _ Symbol based software for writing (e.g. Pix Writer, Writing with Symbols 2000)
- _ Word processing with spell checker/grammar checker
- _ Talking word processing (e.g. Write Out:Loud, Intellitalk II)
- _ Abbreviation expansion
- _ Word processing with writing support (e.g. Co:Writer)
- _ Multimedia software
- _ Voice recognition software
- _ Other:

Summary of student's ability and concerns relating to writing/composing written material: